

Seating

- Place pupils who need the most support close to an adult so they can hear and see key prompts.
- Consider the impact of lighting, proximity of noise and peer influences for SEND pupils.

Displays

- Ensure font size/type is in line with school policy.
- Ensure background colours of the whiteboard are considered for pupils with dyslexia.
- Be aware of potentially distracting elements of wall displays and limit these.
- Include key vocabulary and visual prompts.

Resources

- Make sure scientific resources and equipment are accessible and labelled clearly.
- Modify resources if required, such as large print, braille or coloured paper.
- Ensure modified equipment is available for children who need it, such as pencil grips, OT recommended resources, different coloured crayons.
- Provide word banks and key vocabulary prompts to aid use of scientific language.

Additional Adults

- Use additional adults to pre-teach important scientific vocabulary, concepts or processes, and to pre-prepare grids for recording information, writing frames and modified activities.
- Scaffold speaking or writing e.g. by using sentence starters, allowing partner talk or providing prompts.



Support for pupils with SEND in Science

Multi-sensory Approaches

Build upon preferred learning styles with opportunities such as:

- Summarising ideas in pictures.
- Explaining patterns in graphs.
- Using auditory forms of evidence to develop understanding.
- Creating models/art work to show key scientific concepts.
- Using symbols.
- Using mind maps to help pupils see patterns and relationships.
- Ask for specialist advice on equipment for pupils with particular SEND.

Technology

- Recognise that technology can be used to make science more accessible for some pupils, e.g. as a tool for capturing activities, monitoring experiments, presenting findings or recording data (e.g. through apps that can work as dataloggers).
- Provide pupils who would benefit from it alternative ways of recording written work, e.g. by using a laptop, creating voice recordings, posting to Seesaw and other online platforms.

Communication

- Recognise that scientific language may be challenging and cause barriers for some pupils, especially the scientific use of an everyday word e.g., 'force' or 'weight'.
- Plan to teach new language explicitly.
- Give pupils opportunities to answer open-ended questions.
- Allow children time to think pair, share before cold calling.
- Give clear and concise instructions and reinforce these visually as appropriate.
- Ensure texts are simple and age appropriate.

Practical Work

- Use fieldwork and visits to develop pupils' understanding of scientific concepts.
- Plan early to make reasonable adjustments for children with SEND.
- Ensure children are prepared for the visit and know what to expect.
- Consider risk points in the lesson for sensory overstimulation e.g. for pupils with noise or smell sensitivity.
- Consider whether pupils need support to access science equipment, especially when a high level of accuracy is required.
- Complete individual risk assessments for practical work as required.

Group Work

- Consider whether additional support from an adult is needed to structure group work in practical activities and investigations.
- Provide children with a clear role in collaborative tasks.